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ABSTRACT

This document identifies the values, beliefs, and goals of the P.K. Yonge Laboratory School to serve as guides for the process of development, research, evaluation, and program modification. Statements are grouped to enumerate: (a) general qualities desired for all aspects of school life; (b) the faculty's beliefs about its function in the education of children, in teacher education, and in the enhancement of the education profession; and (c) the goals for pupils that serve as a basis for the school's program of instruction and its role in research and development. (PD)

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VALUES, BELIEFS AND GOALS

Underlying the Program of P. K. Yonge Laboratory School

RESEARCH
P.K. YONGE LABORATORY SCHOOL
DEVELOPMENT

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INTRODUCTION

The P.K. Yonge Laboratory School is a Department of the College of Education of the University of Florida. It enrolls 900 pupils in grades K-12, maintaining a pupil population which is economically and racially representative of the general population of the state.

The central function of the School is to conduct "research and high risk experimentation, sharply focused on the search for solutions to persistent problems in teaching and learning."[1] It serves, also, as a laboratory in which graduate and undergraduate students in the College of Education participate in educational processes, and both university students and visiting educators observe children and the learning environment of the School. In addition to the research and development directly related to the School's mission, faculty and graduate students from throughout the University may utilize the School for other research involving children. In order to serve these functions and because of the moral and ethical obligation to do so, the best possible program of instruction must be provided for pupils enrolled in the School.

PREFACE

Teaching, learning, and research are creative ventures. Creativity is nurtured in an atmosphere of openness, stimulation, and responsible freedom. Concurrently, the maintenance of quality education and research programs demands a high degree of joint endeavor among those responsible for planning and implementing the programs in the School. Thus, it becomes the responsibility of faculty, students, and parents to identify those values, beliefs, and goals to which they are mutually committed. These then serve as guides for the process of development, research, evaluation, and program modification. At the same time, freedom for faculty and students to operate creatively within the framework of the School's commitment is preserved.

The document which follows serves as the foundation upon which the P.K. Yonge Laboratory School faculty and students operate. Statements are grouped to enumerate 1) general qualities desired for all aspects of school life; 2) the faculty's beliefs about its function in educating the children and youth enrolled in the School, in teacher education, and in enhancing the education profession; and 3) the goals for pupils which serve as a basis for the School's program of instruction and its role in research and development.

VALUES, BELIEFS, AND GOALS

I. Valued Qualities in Faculty and Student Life

The qualities a learning community values for individual and group living serve as a basis for determining the behavior of participants in the educational process. P.K. Yonge faculty, students, and parents have as an overall goal the creation of a democratic atmosphere within which the valued qualities may permeate all aspects of school life. In such a climate, the inhibitors of achievement are reduced because of the total effort on the part of all concerned to provide those conditions in which each person's full potential may, hopefully, be realized. These conditions include opportunities for participation of faculty and students in cooperative decision-making. It is expected that the establishment of these conditions will nurture the seven valued qualities listed below:

A. Sensitivity (understanding of and respect for differences among people; cherishing uniquenesses of individuals; recognizing the needs and feelings of others, actively facilitating their personal growth, and demonstrating empathy).

B. Authenticity (open, honest communication; freedom to be and feel as an individual; ability to rise above role limitations; maintenance of personal

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E. Creativity (openness to positive stimulation and constructive innovation; flexibility in coping with change; generation of new insights and applications).

F. Pursuit of Excellence (full development of one's unique capacities; scholarship; participation in examining controversial issues and searching for truth as individuals and groups; effective utilization of knowledge in all areas of performance).

G. Responsibility (action reflecting full knowledge and acceptance of probable consequences of one's actions to self and others as well as to the institution, the community, the nation, and the world--now as well as in the future).

II. Professional Beliefs of the Faculty

A. Faculty members are continuing learners.

Committed to providing a program which will cause the school's students to become life-long learners and to furthering the school's mission in educational research and experimentation, faculty members regard themselves as learners-in-process. In many respects, teaching and learning are inseparable as pupils and their teachers learn together and pupils contribute to instructional processes.

Scholarly inquiry is the basis for program development aimed at attainment of the School's goals for its students. P. K. Yonge faculty engage in research to gain new skills and knowledge in such areas as human growth and development, learning theory, curriculum development, and teacher education. They maintain scholarly interest in their subject matter

fields and in developments in their profession. They teach young people to be life-long learners by example, remaining open to new experiences, up-to-date on current affairs in their community and in the world, and reflectively and analytically responsive to their environment. They delight in learning co-operatively and concomitantly with their students.

B. Faculty members value professional status.

Teaching is a profession dedicated to the advancement of mankind. As members of the teaching profession, the P. K. Yonge faculty believe that all people everywhere are capable of change and growth, that growth in all people is a concern of theirs, and that the satisfaction which comes from facilitating desirable growth in others is the major reward of teaching.

P. K. Yonge faculty feel an obligation to contribute to the growth of their colleagues and to the enhancement of their profession. They value professional status and accept responsibility for self-direction, continued growth, and self-imposed standards of professional conduct.

C. Faculty members feel a responsibility for the total school program.

Professional teachers operate most effectively and creatively when working to facilitate growth in ways and directions consistent with their own values. However, more and better ideas for program development emerge as a result of broadening the base of responsibility for originating ideas. Hence, ideas for improvement of the School are sought from every available source, including P. K. Yonge students, parents, College of Education students, University faculty and student body, and others whose areas of specialization or contact with the school render them valuable as resources.

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Nevertheless, real change occurs only when those responsible for carrying out the program also feel a responsibility for originating, expanding, and constantly evaluating it; faculty members at P. K. Yonge accept this responsibility and share in the formulation, evaluation, and modification of the total program. Operating in this way requires a high level of commitment and dedication on the part of the faculty. Each member participates actively in all important decisions relative to change and improvement. Consequently, each seeks to be knowledgeable about what is going on in other areas of the School as well as to communicate with others about his own activities, insights, concerns, and ideas for improvement.

D. Faculty members seek to facilitate growth in one another.

Personal responsibility for the development of the total program of an institution includes a concern for continuing growth in the people who make up that institution. Faculty members, therefore, seek to facilitate growth in their colleagues.

The solution to instructional problems often comes with the professional growth of the individuals involved. Immersed in a professional group concerned with an institution's problems, each individual realizes that any failure to grow on the part of the group can limit his own growth and vice versa.

Valuing growth in colleagues causes each faculty member to strive continuously to maintain the quality of human relationships which

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enhances the self-images of colleagues and promotes cooperative effort. Through such enabling relationships, it is possible and necessary for groups and individuals to face differences, explore controversy, and state opposition to group movement which appears to be in a questionable direction. Growth results from authentic confrontation and positive mutual support.

E. Faculty members assume a responsible role in the improvement of education in the state, nation, and world.

Joining the P. K. Yonge faculty implies a commitment to education beyond the school and community. Fulfilling the roles of educational research and experimentation and teacher education places responsibility upon each member of the faculty to participate in activities which contribute to the improvement of education in the School as well as elsewhere.

In seeking advancement of the School's program toward full attainment of its goals for the pupils enrolled, P. K. Yonge faculty identify needs for research and development related to instructional problems within the school and to persistent problems in American education. As these problems are identified, support is provided for a scholarly search for their solution. The educational practitioners who are most familiar with the problems conduct the research and develop curriculum materials as required. They disseminate their findings to their colleagues in the public schools through publications produced by the School, through reports in professional journals and presentations at professional meetings, and by conducting drive-in conferences and workshops for those interested in developing programs similar to those resulting from the School's research projects. The

reporting process opens channels for communication by public school personnel relative to their problems and needs, which, in turn, may become the focus of additional research and experimentation. Further, faculty members assist student observers as they study child growth and development and provide classroom experiences for elementary and secondary education students through participation, student teaching, and internship programs as well as practicum experiences in specialized areas for graduate students. They also serve as educational consultants to professional groups and cooperate in the implementation of research by University faculty and advanced graduate students.

Maintenance of a quality program of studies requires recognition valuing the wide range of individual differences in the needs, interests, backgrounds, and talents of the pupils enrolled. Consequently, there is a continuous search for increased precision in selecting and clarifying appropriate statements of goals for each individual. The search focuses on developing life long skills in learning, being, and performing as productive members of society. The faculty is strongly committed to understand what is done, why it is done, how it is done, and to communicate that knowledge and those beliefs which we acquire from this process to others.

F. Faculty members recognize parents and the community as partners in the educative process.

People learn and grow as total organisms. Since learning and growth take place within the total life space of the individual, the home,

school, and community - each have various inter-related roles to play in his development. Some of these roles are independent, but the ways in which they are performed affect the quality of the performance of the others: some require cooperation between the agencies; some demand totally integrated action by two or all three of the agencies. The quality of these interrelationships is of such importance in the growth and development of pupils that open communication and a high degree of mutual respect and trust must be maintained between the school and the members of the community it serves.

P. K. Yonge faculty believe the values and goals underlying the school's program should be formulated jointly and reviewed periodically by faculty, parents, and pupils to insure that statements continue to reflect the commitment of all members of the learning community. Furthermore, the faculty believe that parents and pupils should be involved as full partners in development of a program consistent with those values and goals, in regular review and evaluation of the program, and in clarification of the responsibilities and distinctive roles of each group in relation to the program. In addition, the School solicits the aid of pupils, parents, and other members of the community in broadening and enriching the instructional program through their appropriate participation in the educational process.

Faculty members accept responsibility for communicating with parents about pupil growth in relation to mutually held goals for children. Also, the faculty recognizes the necessity for joint planning and problem solving relative to specific aspects of the lives of children in the school, home, and community. Hence, as professionals and as citizens, faculty members

accept the responsibility to join with parents and appropriate community representatives in planning and creating a community setting favorable to desirable growth of youth.

III. Goals for Pupils in the School.

The goals presented on the following pages serve to guide the development and evaluation of the instructional program. It is recognized that these goals cannot be fully accomplished for each individual pupil. However, they present the ideals for the learning community. Faculty, students, and parents continually strive to identify, develop, and maintain educational practices which foster maximum growth for all pupils in directions indicated by the goals. The statement of each goal is followed by an explanation of the rationale for its inclusion and some general conditions conducive to attainment of the goal.

It is not easy for a school to achieve concensus and commitment to a list of general goals. No less difficult is arriving at agreement relative to the specific practices required to attain the goals. Further, when agreement is reached, consistent implementation of those practices throughout the program is next to impossible. Nevertheless, agreements have been reached concerning some practices. These, hopefully, may be observed frequently throughout the school's program. Statements of these, related to each goal follow the statement of the goal and the rationale which supports it.

The lists of practices are not intended to be comprehensive. Rather, they serve to identify some of the practices considered most important, to aid in translating the relatively abstract statements of goals into concrete

applications, and to stimulate identification of other suitable practices by individuals and groups.

The practices, in a sense, not only relate to broad goals, but the implementation of each becomes a goal in itself as those in the learning community strive for its attainment. Thus, various levels of attainment will be observed in different aspects of the instructional program in relation to the different practices. Periodic and systematic evaluation on the part of faculty, students, and parents should reflect the extent to which the goals and practices are being realized.

GOAL I:

That each student develop increasingly positive perceptions of himself.

Rationale:

The power one commands in utilizing his personal qualities and aptitudes in ways which are self-satisfying, productive, and contributory to society is directly related to his sense of dignity and personal worth. The degree to which a person approaches his potential in the acquisition of new knowledge and skills, in the maintenance of a stable emotional base, and in the effectiveness of his social interaction is proportionate to the positiveness of his self-image.

People who like themselves have positive perceptions of others as well. Their behaviors and attitudes are less colored by irrational bias and prejudice. Consequently, their personal relationships are more satisfying to themselves and more facilitating of growth in others.

Individual's self-images are enhanced as they are accepted and valued

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by others, especially those closest to them--their parents, peers, and teachers. Acceptance and valuing among people, are strongly influenced by social climate. Therefore, it is important that the climate of the total school and its separate classrooms be warm and friendly rather than cold and hostile. Warmth and friendliness are promoted in the classroom by such conditions as empathy among pupils and teachers and between pupils and their teachers and cooperation toward common goals. Coldness and unfriendliness result from extreme competition and labeling by characteristics such as race, religion, and intellect.

Furthermore, individuals experience a strengthening sense of personal worth when challenged by personally significant tasks and in discovering their ability to accomplish them in an excellent manner. Mediocrity of expectation by others undermines confidence and self-assurance. At the same time unrealistic requirements and inappropriate pressures must be avoided. Although self-appraisal must be realistic, limitations or deficiences should not be self-defeating as long as individuals are helped to be open and receptive to new experience--perceiving themselves as ever-growing, ever-changing, generating, contributing beings.

Practices:

1. Every effort is made to tailor instruction to the needs of individuals. Differences in pupils' interests, abilities, and personalities are provided for in ways which are challenging and satisfying and which bring repeated success experiences within the reach of all. The program in each classroom provides for a wide variety of experiences and a wide range of performance. Instead

of a single textbook being followed in ways which establish single standards of expectations, many different materials of different levels of difficulty are used. Recognition in terms of different abilities is facilitated through the development of group goals which call for a wide diversity of contributions.

2. An atmosphere of mutual respect and helpfulness is cultivated in relationships among faculty, between faculty and students and among students. Through operations such as values examination and group commitment to instructional goals, the barriers of prejudice and personal bias are reduced. Constructive interrelationships are facilitated by the discovery and valuing of the diverse qualities of others.

3. The pupils's self-concept is closely related to his rate of academic progress. The most effective teaching procedures possible and the best materials and equipment obtainable are utilized to facilitate maximum progress for all pupils.

4. Individuals are challenged to perform at the highest levels of excellence possible in accomplishing learning tasks that are important to them, to their peers, and to their parents. Opportunities to contribute significantly to the learning of others are provided for each student.

5. The instructional program provides for continuous self-appraisal by the pupil. Thus, he acquires increasing insight into his strengths and is helped in developing means by which he may capitalize on his strengths. Students are not grouped on the basis of their limitations nor are they labeled by their weaknesses. When it is feasible to do so, individuals chart their own

successes in order to reinforce their perceptions of their growth.

6. Since differences among people are valued, considerable latitude in self-expression is encouraged, so long as self or others are not injured thereby. Pupils' efforts are not ridiculed nor are they belittled.

7. Procedures for reporting pupils' progress to parents avoid utilization of symbols in ways which persistently generalize and categorize. Rather, reporting emphasizes what an individual knows and what he can do as well as those ways in which he can improve.

8. Forces beyond the School's instructional program also play a role in the development of a student's perceptions of himself. School, home and community work together to plan both in-school and out-of-school experiences which will contribute to the enhancement of pupils' self-concepts.

GOAL II:

That each student become an effective life-long learner.

Rationale:

Learning can be a source of great pleasure throughout life. If they continue to learn, people are more likely to retain broad interests, maintain sound mental and physical health, sustain confidence in themselves, recognize their ability to affect the world in which they live, and assume responsibility for improving society.

Currently, the body of man's knowledge is doubling every few years; at the same time many of the facts of yesterday become the fallacies of today. One obviously cannot learn all there is to know; hence, the need

to become a more effective and discriminating learner is greater than ever before. Emphasis, then, must be on the learning process and developing cognitive skills rather than on the retention of specific data. The world is so complex that sound personal and group decision-making must be based on constantly updated knowledge in all permanently relevant aspects of human endeavor--aesthetic, social, and scientific. Therefore, the techniques for identifying sources and acquiring reliable information in these areas need to be learned and practiced. The mass media have tremendous impact on shaping attitudes and values; as a result, people must be able to listen and read critically, recognizing slant and bias, and to examine various points of view.

Knowledge is not only essential to effective decision-making; it may also increase understanding and facilitate communication with others, enriching one's personal experiences. With the increased leisure time created by technological developments, there is more opportunity for personal involvement in varied communicative, artistic, and recreational activities through which knowledge is applied.

Being an effective, life-long learner means wanting to learn, knowing how to learn, and deriving satisfaction from learning. However, nothing is learned until it is integrated with the purposes of the learner. People learn best and take pleasure in their learning if they have the necessary skills, can make meaningful choices about what is appropriate and important to study, and have opportunities to follow their own interests as well as explore common concerns.

Practices:

1. Acquisition of skills for continued learning is emphasized. As an over-all approach, problem-solving is a primary instructional technique as well as the principal method for acquiring knowledge. Opportunities to develop skills essential to generating and sustaining interest in learning are provided throughout the School's program--kindergarten through grade twelve. These include focus on (a) developing competence in reading; (b) acquiring basic mathematical concepts and skills in operations; (c) locating and using learning resources on and off campus, including parents, members of the community, and other students; (d) developing and applying skills in human interaction, including values clarification and group decision-making. Ultimately, optimally, a perpetually inquiring, reflecting intellect will be demonstrated in students' questions, procedures, alternatives examined, and decisions made in persistently seeking a way of life that is not only satisfying to him in the present but will protect and enhance the quality of life for generations to come.

2. Learning is made enjoyable. This does not mean that tasks must be easy; the greatest pleasure in learning occurs when a student accomplishes in an excellent manner very difficult learning tasks that are important to him.

3. Instruction is organized around seeking solutions to problems which are important to the group in order that the individual experiences the pleasure of group approval as he contributes.

4. Many instructional projects extend into the community to involve students actively in the world of work, in governmental-political action, and

in service to others. Thus, the division between learning and action is eliminated, and students acquire an understanding of the importance of continued learning to their effectiveness in roles they will be performing as adults.

5. Learning tasks are clearly related to pupils' interests and abilities, with individualized assignments reflecting this relationship. Long, repetitive, or boring operations are minimized both in school and in homework assignments.

6. The program aims at the development of increasing independence in learning.

7. A climate is created in which teachers as well as pupils are regarded as learners. Instead of the teacher serving as the source of all knowledge and one who must know all answers, pupils and teachers search together for answers to questions and solutions to problems.

8. Instructional procedures employ positive rather than negative motivation whenever possible.

9. Situations are created which encourage reflective thinking.

GOAL III:

That each student accept increasing responsibility for his own behavior and learning.

Rationale:

Man now knows that unless he behaves more responsibly in interacting with his environment--socially, aesthetically, and scientifically--he must

face extinction of his own species. Yet, society often retards the long, arduous process necessary in learning to assume ultimate responsibility for one's own behavior and learning. Tolerating the errors and regressions inherent in the process of growth toward mature responsibility is difficult, even risky, at times. Acceptance of responsibility is highly situational, and placing pupils in positions requiring more responsibility than they have been prepared to accept may not only retard the development of the qualities desired but may cause regression as well. Nevertheless, the school is faced with the reality that a sense of responsibility matures only through being and doing and must, therefore, accept the risks involved.

There are risks, but there are also beneficial concomitants to encouraging increased personal responsibility for one's own behavior and learning. When people feel responsible for outcomes, there is more careful thought about aims and the most appropriate ways to achieve them; idle criticism is replaced by evaluation and constructive suggestions for improvement because one has a personal stake and is not forced into anti-establishment behavior to assure his own identity; and there is a special sense of over-all purpose and pride that can be achieved in no other way.

The goal, then, is to encourage the increase of personal responsibility to self and others to the extent that the individual can make major decisions competently, evaluate his own behavior and learning, and live effectively with the outcomes of his choices.

Practices:

1. Students are stimulated to grow in responsibility by enjoying

increasing freedom as they, individually and in groups, demonstrate increasing maturity. Hence, teachers seek opportunities to delegate responsibility to students consistent with their ability to examine the consequences of their action and to accept them. Care is exercised not to place any pupil in a position requiring a higher level of responsibility than he can exercise.

2. Recognizing that responsible behavior in pupils is in direct relationship to their pride and self-respect, teachers avoid those acts such as public reprimands, sarcasm, or demeaning punishment which tend to reduce these qualities, and they counsel students privately as necessary.

3. Faculty avoid roles in which they become punishers of pupils. At the same time, they act for society and the institution in causing pupils to examine behavior and help them to identify the relationship between behavior and its consequences.

GOAL IV:

That each student develop those skills and attitudes necessary for effective group living and interaction.

Rationale:

A keystone of the modern world is interdependence. Each member must realize the degree to which he depends upon others and the degree to which others depend upon him. No one functions alone; therefore, it is important to learn to function well together.

Survival of the human species demands responsibility for collective

as well as individual behavior. Questions relating to individual freedom, rights, and responsibilities, then, become crucial. Many personal decisions cannot be made without consequences beyond one's self and family, especially if they affect such socially sensitive areas as population growth, pollution, depletion of natural resources, or exploitation of other human beings or nations. Yet, the increasing complexity of business, industry, and institutions as well as the increasing impact of societal conditions tend to inhibit the individual in areas in which individual decisions and actions are appropriate. Hence, through education individuals must be helped to experience the feeling of commitment to others, inspiring contribution toward mutually beneficial ends. In order to feel this sense of social responsibility as well as to develop vital group process, skills and attitudes, students must have substantial roles in defining the goals toward which they will work: in deciding the most appropriate and efficient means of achieving those goals: and in evaluating progress, and accomplishment.

Participation in group decision making activities fosters the development of the specific skills, attitudes, and values consistent with humane ideals. These ideals are demonstrated in respect for self and others, faith in the open exchange of ideas, concern for the good of all, and the belief in change through "due process" channels.

Practices:

1. Much curriculum content focuses upon problems created by man's failure to consider the consequences of his behavior upon others. Instructional activities in relation to these problems may involve action in

correcting detrimental, social, physical, and aesthetic conditions such as feelings of prejudice, pollution and litter on the campus.

2. Much of the instruction involves group planning and group decision-making. Pupils participate in setting goals, selecting activities to reach the goals, deciding on the order of activities, evaluating accomplishments, and reporting to classmates and others.

3. Pupils are provided many additional experiences in responsible decision-making through committee work, school organizations, and student government.

4. Pupils participate in implementing principles of group living by practical application within the setting of their own in-school society.

5. Limits are related to students' maturity and are clearly communicated to individuals and groups in order that maximum freedom may be exercised within appropriate limits.

6. Educational experiences in the community provide students with opportunities for observation and/or participation with private or governmental agencies. Thus, they learn how decisions are made at many different levels and in a variety of situations.

7. Students relate the past to the present in order to gain insight for planning and future action. Data are sought relative to local, state, national, and international issues from a variety of sources.

GOAL V:

That each student learn to adapt to change and effect change constructively.

Rationale:

Contemporary life is characterized by rapid changes of great magnitude. Since many kinds of changes may result in negative effects, man must become increasingly aware of the necessity for insuring a quality environment for himself and future generations. The quality of environment must reflect man's aesthetic, social, and scientific sensitivity. Consequently, it is crucial that individuals be helped to develop confidence, know-how, and determination to act constructively in influencing the direction of change. Social change results from the interaction of multiple factors; each change in turn produces multiple effects. Understanding how our individual and collective behavior affects others aids in understanding the complexity of change.

The rapidly accelerating rate of change is producing new problems and concerns which motivate people to seek answers in light of the future consequences of the changes they are experiencing. Answers supplied through the mass media, in the form of predictions, have such impact that predictions are too frequently accepted as fact. Resultant fatalistic attitudes tend to undermine mental health and immobilize individuals.

In an era of rapid change, people must not adopt rigid postures. People must feel they are effectors rather than victims of change. People need to become tolerant of the ambiguities of modern living, capable of understanding the nature of their world, and able to develop sound convictions upon which to act. Sensitivity, analysis, flexibility, and anticipation are paramount.

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The educational process must strive to provide conditions which insure the development of these qualities. Hence, students must be helped to perceive clearly the specific nature of the changes they are experiencing and to accept the principle that change is modifiable. Further, they must be helped to acquire increasing insight into how change is modified and to develop skill in effecting change constructively, anticipating consequences immediately and in the future.

Practices:

1. The dynamics and consequences of change in the past and in the present are examined and evaluated.

2. Students have "discovery learning" experiences. They are thereby encouraged to observe and formulate their own constructs of the world around them which they then compare with the constructs of others.

3. Pupil-teacher planning occurs to varying degrees at all levels; one major purpose is to provide students with opportunities to suggest directions and to effect changes in their day-to-day learning experiences.

4. Students are encouraged to examine today's world, the historical past, and their own lives in order to interpret the new more accurately as well as to learn to anticipate the future, prepare for it, and find ways to influence it constructively.

5. Teachers keep up-to-date, maintaining a healthy attitude toward change, themselves. Thus, through example they help students regard change as challenging rather than hostile or defeating.

6. Teachers seek to develop in students a tolerance for ambiguity, a willingness to accept something less than absolute closure, and the courage to act with conviction when it is necessary even though all the answers are not or cannot be known.

7. Students' study of the human personality and human relationships helps them to regard individuals and society as changeable. In turn, they develop sensitivity to and empathy for others, and attitudes of inquiry relative to social and technological change. Concommitently, rigidity in their attitudes and values are avoided through processes which call for their continuous re-examination.

GOAL VI:

That each student find real meaning for his life.

Rationale:

This goal provides ultimate purpose for the five preceding goals. Its attainment supports and is supported by attainment of the previously listed goals.

The growing, developing human being continues to deepen his sense of meaning and purpose for his existence. Education must nourish that growth by providing experiences which enable the student to relate his existence to that of other human beings, all life, the world, and the universe as he strives to conceptualize the ultimate force from which meaning and order are derived.

Within this concept of the developmental process, education is more

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than the acquisition of skills and knowledge during childhood for future application in adulthood. Education and utilization of the products of education merge in such a way that learning continues throughout life. Children and youth must participate fully in the world of work, governmental-political activities, and service to others as appropriate to their level. Hence, awareness of the purpose for day-to-day existence and the need to set goals beyond the immediately acquisitive becomes increasingly apparent.

An individual system of values is the basis for one's daily decisions about how to behave, where to place priorities, and to whom or what to be committed. Values are acquired and applied within the context of the individual's personal meaning and purpose. Thus, the school assigns ultimate purpose to its role in aiding young people in their search for real meaning for their lives.

Consequently, opportunities are provided for the student to examine various beliefs: to challenge, reject, or affirm old answers and to create new ones; and ultimately, to develop his own system of personal values as a basis for meaningful commitments to himself and others. In striving for internal consistency within his emerging values hierarchy, the pupil examines values widely held by society and the basis for differing views of what it means to be such things as "moral", "successful", or "religious". An implicit outcome for the individual is the ability to arrive at standards to live by with the understanding that as people and the world

change, these may continue to evolve in ways which are meaningful.

This process requires, on the one hand, that opportunities for searching introspection and reflective thinking be provided and, on the other hand, that developing values be tested in practice. Actions which appear to be consistent with stated values must be carried out and evaluated in light of their consequences to self and others.

Practices:

1. Students explore and involve themselves in the world outside the classroom as well as in its myriad possibilities for satisfying activity.

2. Students study the values held in common by modern man in both western and nonwestern cultures and look to history and cultural anthropology for clues relative to the origin and development of these values.

3. Students examine closely values in conflict in the modern world exemplified in areas such as freedom and responsibility, change and stability, work and leisure, individual and society.

4. Students examine and discuss those things held in highest esteem by themselves and their peers in order to have the interchange and feed back necessary to examine their own values and behaviors in perspective.

5. Students are encouraged to participate responsibly in appropriate public actions which reflect their emerging values.

6. Students examine and choose from among many alternative activities while developing insights into their reasons for selecting certain alternatives over others. At the same time they are helped to examine the possible consequences of their actions in order that they may make

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appropriate decisions relative to the best means of acting upon their convictions.

7. Students explore questions to which there are no sure answers, examine ideas in conflict with other ideas, and discuss controversial topics in light of relationships underlying our changing times.

8. Each faculty member seeks to communicate clearly and consistently those values stated and implied in this document. He gives expression to his commitment to those values and to his concern for his students by responding to violations in ways which reflect the seriousness with which they are regarded.

9. Students examine their own and others' "peak experiences" in relation to the meaning they have attached to their lives. Through literature, the arts and history, students are brought into contact with the highest aspirations of man throughout his existence. They are led to seek insight into the sources of man's aspirations and ways people have sought self-fulfillment.

10. The origin, nature and evolution in the world's great religions and philosophies are studied as sources and channels for expression of man's meaning and commitments. These studies provide bases for formation and examination of the student's own meaning and commitments.

11. Through example and through open communication faculty bring students into daily contact with their own highest aspirations and commitments. They seek to exercise a degree of consistency in their actions

and between their words and actions which demonstrates the existence in their lives of the unifying force of central commitments.

12. Faculty and students continuously evaluate the curriculum on the basis of the degree to which the program assists students to develop, clarify, and practice their individual values and beliefs.

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